

Available online at www.sciencedirect.com

Procedia Social and Behavioral Sciences 1 (2009) 2615–2619

Procedia
Social and Behavioral Sciences

World Conference on Educational Sciences 2009

The perspective of school directors on classroom management

Çetin Baytekin**Sakarya University, Faculty of Education*

Received October 5, 2008; revised December 9, 2008; accepted January 2, 2009

Abstract

The sub-system of education is school, and education management's is classroom management. Classroom management affects training human power. The Problem is how school directors consider classroom management in instruction environment. The goal is to ascertain the views of school directors into instruction environment. Survey type research is limited with voluntary school directors. 46 inquiry questions were used. According to school directors physical conditions of classrooms, personal and formal aspect of teachers, being dominant on Turkish language and use of education materials and also the features of students are factors in classroom management. School directors contribute positively to classroom managements by efficient learning and creating instruction atmosphere. Director should be in a good coordination with teacher who is active in class and parents, communication and solidarity.

© 2009 Elsevier Ltd. Open access under [CC BY-NC-ND license](https://creativecommons.org/licenses/by-nc-nd/4.0/).

Keyword: School director; classroom management; learning; instruction environment; physical conditions.

1. Introduction

School ,which is a social institution ,is organized to train human power of societies. It has cooperation with all social institutions in country and society externally, and institutions in education system internally. These affect school with scientific, techniq, technologic, socio-cultural, economic, national and global values and the last product that school trained as well. The products of school as inputs of other social institutions affect the activities and efficiency there.(Doğan,1986,Alkan,1995,Varış,2008www.google)

School as internal is a condition where education, instruction, learning, scientific knowledge, skill and interests are developed, socio culturalized, lives and thoughts acquired towards future. School director is the first responsible of organization, coordination and communication in this condition (Eisele, 1994; Bursaloğlu, 1999).

The ways of school management varies according to philosophical trends. Therefore, school usually reflects philosophy of education and policy of a country. This reflection shows the organization of school, its structure and instruction condition institutions, level of training human and the place of the countries in the world (Kaya,1986; Sönmez,2005).

Study deals with posing perspectives of school directors into classroom management which is the sub system of school system.

E-mail address: cetinb@sakarya.edu.tr.

1.1. Education and school management

It was seen that Bobitt's management scientific approach was applied in school management and inspection in 1913. In 1950, Sears treated education management more comprehensively (Aydın, 1994: 121-126)

As management in social institutions affect sub divisions in terms of their development process, school as externally affect the way of organization of social organization because there is a chain between school and society .(Balci, 2004:1-4).

1.2. How do school director affect learning atmosphere?

In modern organization structures, there are strategical parts including system, individual, formal organization, informal organization, role, statute, and condition. Therefore, while implying these, school director mustn't forget Atatürk Education Philosophy and Policy in the schools of Republic of Turkey. This is the duty and responsibility of the director (Bursalioğlu, 1999).

In National Education Ministry, it is emphasized by the commission that school directors should be qualified, increase the level of learning and teaching at a high level (www.meb.gov.tr).

Besides, concerning with emphasized standards, OFSTED (office for Standards in Education) and OHMCI (Office of Her Majesty 's Chief Inspector of Schools in Wales and the standards of other institutions ' directors are said to be regarded as a basis. (www.meb.gov.tr). Standards here are evaluated in 5 sections.

Despite these standards, sub systems of education system, coordination, communication and organization are perceived differently (Bursalioğlu, 1999, Aydın, 1994: 124).

1.3. In Which ways do directors affect into classroom?

School director use spiritual and material sources of school to solve the problems in learning and instruction condition. The first is physical structure of class, second is instructor, third is demographic fourth is socio- economic ,fifth is education – instruction hardware, sixth is target audience activity, seventh is moral and psychology of organization members, eighth is cubical coordinated study problems. The solutions of these problems vary according to the thought systems of school director. (Erçetin, Özdemir, 2004, s.13-14) (Bursalioğlu, 1999)

1.4. What is the affect of school director into instruction condition

Education has also an anthropological aspect. Anthropologist J. Honigmann states that societies are influenced by ideology, technology, and social organizations. The formation of values, ideologies influence school socio, cultural aspect. These are according to Ralph Linton, are the change of instructed behavior way. These cultural features reflect in the school programmers and affect the school to be live or inactive. (Tezcan, 1981, 55-57)

Performance (management force) of school director is influential in shaping school. School director is influenced by the factors inside and outside of school (İlgar,2003, 91-103, Cemaloğlu ,2002). As an organization, organizational acquisitions are required in school organization.(Başaran ,1991, 35-36)

1.5. What is the affect of school director into classroom management

Classroom management is applied in learning and instruction condition .School director shows this by organizing learning and instruction sources, and creating positive atmosphere between the members of organization.

2. Problem

How do school directors consider classroom management in instruction condition?

How are classrooms, which are sub system of school influenced by structure from school organization, placement, and condition and hardware aspects?

3. Goal

To ascertain the factors that school directors can create positive instruction condition in classroom managements.
To pose the influential role of directors in the atmosphere change of classroom management
To get benefit from the views of director for an efficient instruction condition.

4. Method

Research is a study of survey type. As school directors, the city of Sakarya and school samples were dealt and limited with volunteer directors. Research questions were prepared according to the views concerning MEB classroom management and regarding fundamentals implied in the books of education management of Professor Ziya Bursalıoğlu .

Statistics were prepared by SPSS 13 and data analysis and comments were performed by the researcher .Validity and reliability were seen 95%.

Primary directors are the most among school directors, then, in turn, academics high schools and other high schools.

40.4% of the directors are the below aged 30. When we examine the level of directors, 68.6% have ten years service and below. 42.2%Directors who joined in survey give service in cities and 40.4 % of whom in county.

5. Findings

5.1. In test question, when we ask school directors what does come through your mind when we say classroom management? Replies are directors who say that teacher must be in corporation in the class 67.7 %. Here, in one way assessment among the groups $x=1,083$ $p=0,080$, $p>0,05$ and significant.

5.2. For 11th question: when is asked to the directors how is classroom management provided? : teacher's dominancy on class with gestures and mimicries 66,7 % In group $x=1,333$, $p=0,509$, $p<0,05$ and un significant.

5.3. For 12th question: when is asked to the directors the attitude of teacher that provides the best discipline in the classroom, 48%,teacher who makes the students prepare materials and treated the lesson. In the group $x=1,446$, $p=0,171$, $p<0,05$ and un significant.

5.4. For 13th question: when is asked to the directors that how should be the school director?

The reply is He should manage the school with school members rating 36,0 % in group, $x=2,463$, $p=0,127$ $p>0.05$.

5.5. In 14.1.th questions; Those of school directors wishing the students display their works in the classroom 80,4% in groups $x=0,581$, $p=0,127$, $p>0,05$.it is not significant.

In 14.2.th questions; Directors want the temptaure in the classroom as 19-20 & rating 75,0%

In 14.3.th questions; those accept the same illumination (brightness in the classroom) is 48.1%

In 14.4.th questions; Those who want the classroom windows double glazed and wide is 57,7%

In 14.3-4.th questions; Questions are aimed to have a general sense about forming the best conditions for instruction and learning in learning atmosphere.

14.5. In14.5.th questions; The question of classroom board should move up and down ,directors' replies want the board to move is 50%.

The questions between 14.6 and 14-10 are related with the colors in the classroom. The directors who accept color of classroom is blue rating 61.5%

In 14.11.th questions; Those who accepts that there is no relation between the paint in the classroom and classroom discipline is 26,6 and those who don't %26,9

In 14.12.th questions; The directors want sink in the classroom rated 43.2% and it is seen as a need in classroom order.

In 14.13.th questions While the directors accept the desks not to be constant to provide classroom management 36,5%

In 14.14.th questions Directors accept that the colour is important in the classroom management of the teacher. rating 75,0%.

In 14.15.th questions in classroom management, the directors accept with rating %75 to the question of the noise that comes from outside has an effect to the classroom discipline.

In 14.16.th questions for the question of teachers prior experience is important in the classroom management, directors accept with rate 73.1%

In 14.17.th questions the fact that teacher should take example of his teachers in his school term is very important. Directors participate as 46, 2%

In 14.18.th questions the overcrowded class is a hinder for the classroom management of the teacher. Directors participate as 61, 5%

In 14.19.th questions. Voice tone of the teacher is important in classroom management. Directors participate as 71, 2%.

In 14.20.th questions. Physical appearance of teacher is important in classroom management. Directors participate as 61,5%.in group $x=0,091$, $p=0,286$. As $p>0,05$,directors state that physical appearance of teacher is important in classroom management.

In 14.21.th questions. Dominancy of Turkish language of teacher in classroom management is important. Directors participate as 73, 6%

In 14.22.th questions. To use lesson materials is important in the teacher's classroom management Directors participate as 71,2 %.

In 14.23.th questions. To give duty to student is important in the teacher's classroom management .Directors participate as 74,5%.

In14.24.th questions. To bring teacher's social life into classroom is important in the teacher's classroom. management. Directors participate as 32,7%.

In14.25.th questions.. To have teacher profession lessons is important in the teacher's classroom management. Directors participate as 59,6%.

In14.26.th questions. The fact that being active of students in the teacher's classroom management. Directors participate as 73,1%.

In14.27.th questions. To give homework very often is important in the teacher's classroom management. Directors do not participate as 25,0%.

In14.28.th questions. Which family the student comes from is important in the teacher's classroom management. Directors participate as 54,9%.

In14.29.th questions. Which environment conditions the student comes from is important in the teacher's classroom management. Directors participate as 71,9%.

In14.30.th questions. Economic level of student is important in the teacher's classroom management. Directors participate as 52,0%.

In14.31.th questions. The level of learning of student is important in the teacher's classroom management. Directors participate as 73,9% .This poses the power of learning of student is very active classroom is important in the teacher's classroom.

In14.32.th questions. To give information related to real life is important in the teacher's classroom management. Directors participate as 75,0%.

School directors would like the class as a motivator for the student. While there is a high participation on heating subject related to physical conditions, regarding with illumination of classrooms, this participation decreases into half. On the subject of classrooms' windows to be double glazed and wide, the values are not seen very high. On board's movement up and down, open and close according to user, they participate in fifty and fifty percent. regarding with the paint of classrooms ,blue is more wanted.

School directors mostly participate that the noise which comes from outside has a negative effect in classroom management.

Classroom management depends on the experience of teacher, display good behaviors classroom's being overcrowded, voice tone and physical appearance of teacher in classroom.

When we deal it with instruction aspect, the fact that dominancy on Turkish language ,use lesson materials ,give duty students in the classroom, having taken professional knowledge, give the examples of social life of teacher are stated to be effective in classroom management.

It is stated by the directors that family condition of student, environment conditions, economic level, learning capacity, and information that teacher will give related to real life will be able to effective in classroom management.

It is obvious that school directors are responsible of keeping classroom management away from being positive or negative, social, psychological, forming instruction condition, social inside and outside negative effects.

6. Suggestions

School directors should take information about the classroom conditions such as colour, light, noise, and hardware in order to provide an active learning and instruction in the school.

Classroom managements should enlight classroom teachers in terms of environment and environmental conditions.

More importance should be given to school and family collaboration and even family visits should be realized. School directors should be appointed according to have license; informative and experienced. School management should give information to the authorities through hand when they have no duty

References

- Aydın, M. (2005). Eğitim Yönetimi (Educations Management), Ankara, Hatipoğlu Basın Yayın sn ve Tic. LTD şirketi 7. Baskı.
- Aydın, M. (1994). Eğitim Yönetimi (Educations management) (kavramlar, kuramlar, süreçler, ilişkiler), 4. Baskı, ankara, Hatipoğlu yayınları,
- Balcı, A. (2002). (impression school und growing) Etkili okul Geliştirme (Kuram, uygulama , araştırma), 3. Baskı, Ankara, Pegem A yayıncılık,
- Başaran, I. (1991). Örgütsel Davranış- İnsan Üretim Gücü, Ankara, Gül yayınları,.
- Başaran, I. (1996). Eğitim Yönetimi (Educations Management), Ankara, Pegem A yayıncılık
- Baytekin, C. (2007). Eğitim Programları içinde Öğretmen yetiştirmede Görev ve Sorumluluk Kazandırma. 7th. International Education Technology Conference, Volum 1, IETC Near East University 3-5 mayıs Nicosia-North Cyprus.
- Bursalioğlu, Z. (1996). Okul Yönetiminde Yeni Yapı ve Davranışlar, Ankara, Pegem A yayıncılık
- Can, N. (2001). Yönetici Adaylarının Okul Müdürlerinin iletişim Becerilerine karşı Görüşleri. Eğitim Araştırmaları Dergisi Yıl 1. Ekim 2001 sayı 5, ss(36-44), Ankara, Anı yayıncılık,
- Erçetin, S., Özdemir, C. (2004); Sınıf Yönetimi, Çok yazarlı, Ankara, Asil Yayınları,
- İlgar, L. (2003). Eğitim Yönetimi, Okul Yönetimi, Sınıf Yönetimi (3. Baskı) İstanbul. Beta Basım Yayın Dağıtım AŞ.
- Karlı, D. (2006). Etkili Okul Yöneticiliği, Ankara, Merpa.
- Kaya, K. (1986). Eğitim Yönetimi Kuram ve Türkiye'deki Uygulamalar, 3. Basım, Ankara, Bilim Yayınları.
- Kiraz, E. (2001). Aday Öğretmen – Rehber Öğretmen Etkileşimi Mesleki Gelişmede diğer boyut, Dergisi Yıl 1. Ekim 2001 sayı 5, ss(85-92), Ankara, Anı yayıncılık,
- Özgen, H. & Summah, M. Semih (2007). İlköğretim Okul Müdürlerinin Yönetim Süreçlerini Kullanma Etkinlikleri ile Bazı Duygusal Sosyal ve Ruhsal Yeterlilikleri Arasındaki İlişkinin İncelemesi (Kilis örneği), Türk Eğitim Bilimleri Dergisi Cilt 5, sayı 2, ss(261-290), Ankara.
- Taymaz, H. (2000). Okul Yönetimi (ilköğretim Orta öğretim Müdürleri için) 5. Baskı, Ankara, Pegem A yayıncılık
- Tezcan, M. (1981) Eğitim Sosyolojisine Giriş, Ankara Üniversitesi Eğitim Bilimleri Fakültesi Yayın no 91, Ankara, A.Ü. Basımevi,
- Yemenici, H. & Bayrak C. (2001) Okula Dayalı Yönetim, Eğitim Araştırmaları Dergisi, Yıl 1, Ekim 2001 sayı 5, ss(21-28), Ankara, Anı yayıncılık.
- Milli Eğitim Bakanlığı. (Mayıs, 1997). Okul müdürleri için ulusal standartlar, Projeler Koordinasyon Merkezi Başkanlığı (İngiltere örneği., Öğretmen Eğitim Kurulu). <http://www.meb.gov.tr>.